

Using the IPA as an Instructional Focus



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Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design

http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning.pdf

Agenda

FLASCC Oct 14 Agenda.docx

Details Download 83 KB

PowerPoint Handout

Key Slides

ACTFL Proficiency

Guidelines

ACTFLProficiencyGuidelines2012_FINAL...

Details Download 219 KB

NCSSFL-ACTFL Global

Benchmarks

NCSSFL-ACTFL Global Can-Do Benchma...

Details Download 421 KB

90% Plus Use of Target

Language

90% Target Language, Authentic Texts A...

Details Download 3 MB

90% Target Language, Authentic Texts A...

Details Download 3 MB

iPA Proficiency Rubric -

Interpersonal

Integrated Performance Assessment Inte...

Details Download 13 KB

Interpersonal Performance

Rubric

Interpersonal Rubric.docx

Details Download 117 KB

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What is the difference between performance and proficiency and what are the implications for instruction and assessment?

How do I use proficiency guidelines and performance domains to advance student learning?

What is the purpose of the essential question?

How do I develop and assess performance in each mode of communication?

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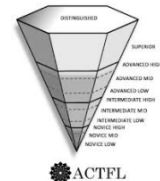
key questions

What? →



WORLD-READINESS STANDARDS
FOR LEARNING LANGUAGES

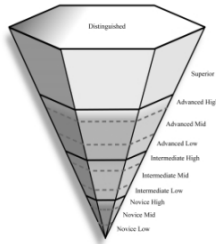
How well? →



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Performance and Proficiency

Proficiency



Performance



ACTFL

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What does it mean to be proficient?



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ACTFL – Proficiency

Branches: Text Type

- words
- sentences
- paragraphs

Roots: Content & Contexts

- Topics
- Social Situations



Leaves: Accuracy

- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

Trunk: Functions

- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

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Chantal Thompson

Proficiency



Proficiency

- ☐ Independent of specific classroom instruction
- ☐ Spontaneous
- ☐ Broad content and context
- ☐ Sustained performance across all the tasks and contexts for the level

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Proficiency-based Rubric

Interpersonal Mode – Novice Learner

Criteria	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Language Function <i>Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</i>	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.

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From Skills to Modes



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Performance



Performance

- ☐ Based on classroom instruction
- ☐ Practiced
- ☐ Familiar content and context
- ☐ Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

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NCSSFL-ACTFL Global Can-Do Benchmarks

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions. I can usually say what I want to say about myself and my everyday life.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
Presentational Speaking	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
Presentational Writing	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.

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Performance Rubric – Interpersonal Task

	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7	Struggling 6
How well am I understood?	easily understood; errors in speaking are minor and do not interfere with communication.	understood most of the time; may need to repeat or reword occasionally; errors in speaking do not interfere with communication.	difficult to understand at times; may ask for help expressing ideas; some errors may interfere with communication.	extremely difficult to understand; repeat frequently; errors interfere with communication.
How involved am I in the conversation?	ask a variety of relevant questions to keep the conversation going; respond to questions and/or add follow-up comments; encourage others to participate.	ask relevant questions to keep the conversation going; respond to questions and/or make a follow-up comment; equal participant in conversation.	ask a few relevant questions; give simple or minimal answers to questions.	ask random questions that may or may not be on topic; minimal participation.
How easily do I deliver my thoughts?	conversation flows with few pauses	hesitations occur but seem natural; complete thoughts.	hesitations occur and are awkward; few or no incomplete thoughts.	speech is slow and halting; long pauses may occur; struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	successfully use many new words and personal vocabulary related to the unit; elaborates to complete the task.	successfully use new words related to the unit to complete the task.	successfully use a few of the new words related to the unit to partially complete the task.	rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	add relevant information about the target culture; use cultural gestures and/or expressions appropriately.	refer to relevant information about the target culture; may use cultural gestures and/or expressions appropriately.	make limited or no references to the target culture; may use a cultural gesture or expression.	respond only from personal point of view or perspective.

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PERFORMANCE towards PROFICIENCY



Demonstration of performance within a specific range (novice, intermediate, advanced) **may be an indication of proficiency**; performance on a variety of assessments provides evidence of how the learner may be rated for proficiency.

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Text Type

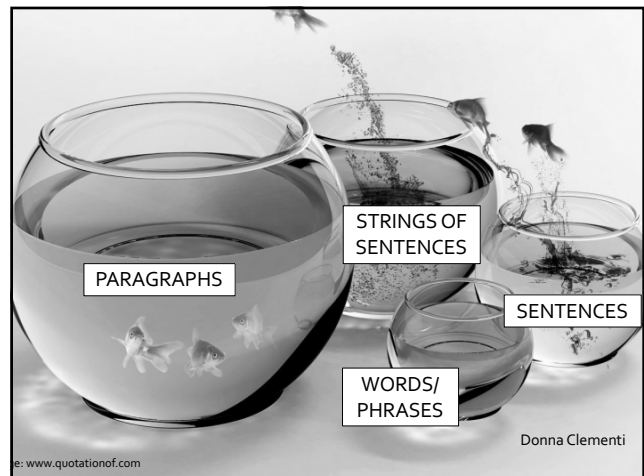
Quantity and Organization of Language Expands

- Isolated words
- Words and phrases
- Discrete sentences
- Strings of sentences
- Connected sentences
- Single paragraphs
- Multiple paragraphs
- Extended cogent discourse



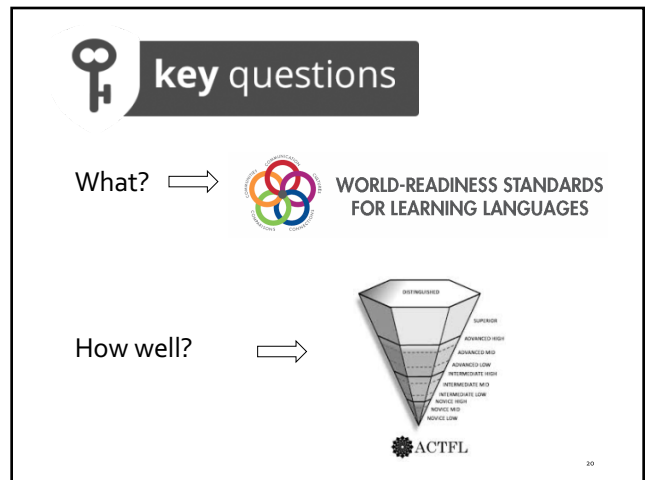
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e: www.quotationof.com

Donna Clementi



Curriculum as Mirror and Window



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Theme + Topic + Essential Question

- AP Themes**
- Personal and Public Identities
 - Global Challenges
 - Families and Communities
 - Contemporary Life
 - Beauty and Aesthetics
 - Science and Technology

Topic
Food
Family
Travel
Houses



"A coherent curriculum spirals around a set of "big ideas" and recurring Essential Questions."

J. McTighe (2012)

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What makes a question essential?

Critical Thinking

- Open-ended
- No single right answer

Creativity

- Provocative
- Fun
- Can be revisited



- For all students
- Personalization
- Differentiation
- Target language

Engagement

Relevance

- Expand students' understanding of themselves in relation to their community and world

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Communicatively Purposeful

Culturally Focused

Intrinsically Interesting

Cognitively Engaging

Standards-Based

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Contemporary Life: Vacation Time Why travel? What is the ideal vacation?

LA PLAGE
Se lever avec le sourire
Se badigeonner de crème solaire
Enfiler des nus-pieds
Se promener les pieds dans l'eau
Ramasser des coquillages
Construire des châteaux de sable
Profiter du Soleil
Jouer avec les vagues

¿QUIERES SER FELIZ? DEJA DE COMPRAR COSAS QUE NO NEECES Y VETE DE VIAJE!

VIAJAR
TE CAMBIA LA VIDA,
TE HACE MÁS FELIZ.

2016年学校假期终于出发了!

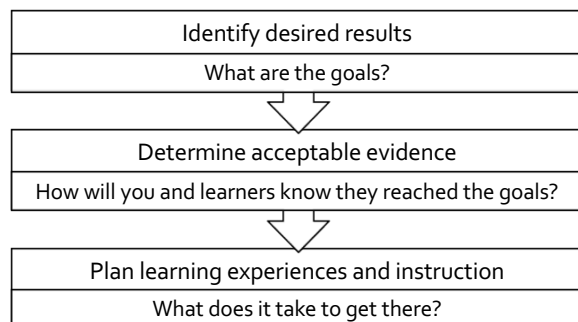
NCSSFL-ACTFL Global Can-Do Benchmarks

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Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have practiced.	I can communicate on very familiar topics using a variety of words and phrases.	I can communicate and exchange information about familiar topics using phrases and simple sentences.	I can participate in conversations on familiar topics using sentences and short social interactions in everyday life.	I can participate in conversations on familiar topics using sentences and short social interactions in everyday life.
Presentation Speaking	I can copy some familiar words, characters, or phrases.	I can write limited memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about familiar topics and present information using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
Presentation Writing	I can copy some familiar words, characters, or phrases.	I can write limited memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about familiar topics and present information using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.

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Backward Design



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Contemporary Life: Vacation Time Why travel? What is the ideal vacation?



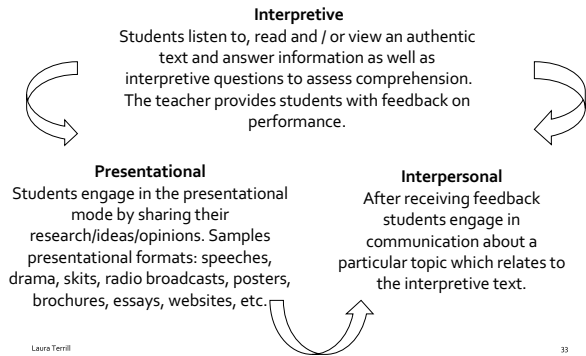
Learners will be able to-

- give reasons for their travel preferences - weather, activities, learning experiences, helping others, etc.
- describe past vacations sharing simple details (when, where, why, with whom, what they did, how it was)
- discuss plans for future vacations (when, where, why, with whom, what are they going to do)
- compare their vacation activities and schedules to those of others in different cultures
- make, accept and refuse suggestions based on what they and others want or like to do
- name and locate popular vacation destinations in target cultures; comment on a "must see or do", a "must eat" regional food, etc.
- explain why (city) is or is not an ideal vacation destination
- create a packing list specific to various destinations

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ACTFL Integrated Performance Assessment



Performance Based Assessment

- Do the tasks address the major goals of the unit?
 - Do the tasks match the targeted performance level?
 - Do they address some aspect of the essential question?
 - Are they real-world tasks?
 - Do they address 21st Century Learning skills — communication, collaboration, creativity and innovation and critical thinking and problem solving?
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Contemporary Life: Vacation Time

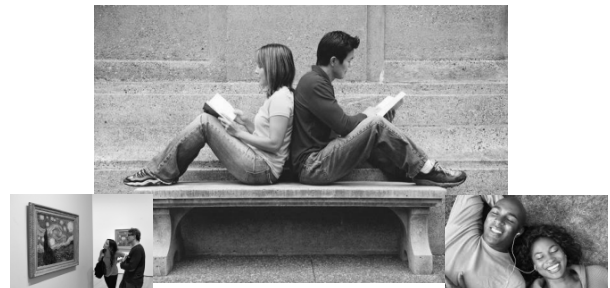
Why travel? What is an ideal vacation? (NH/IL)

Interpretive	
<ol style="list-style-type: none"> 1. Read various texts about different travel destinations and demonstrate an understanding of key details. (brochures, blogs, ads, etc.) 2. Read an infographic that shares information on why people travel in different cultures. 3. Listen to a promotional piece for a travel destination and demonstrate an understanding of key ideas. 	
Presentational	Interpersonal
<p>On-Demand: Write about a vacation you want to take where the target language is spoken. Explain why you want to go there. Comment on activities that you are going to do so that you can experience as much of the target culture as possible.</p> <p>Project: Explain a trip saying what you did on a particular vacation. Create a presentation that is designed to cause others to want to visit.</p>	<p>You are talking over your vacation plans with a friend. You are both fortunate enough to be headed for destinations where the target language is spoken. Ask and answer questions to find out the details. Identify similarities and differences between your vacations. Be sure to comment on cultural aspects of your vacation.</p>

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Interpretive Mode

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



ACTFL IPA INTERPRETIVE TASK COMPREHENSION GUIDE

- Key Word Recognition (*English to Target Language*)
- Main Idea(s)
- Supporting Details
- Organizational Features
- Guessing Meaning from Context (*TL to English*)
- Inferences
- Author's Perspective
- Comparing Cultural Perspectives
- Personal Reaction to the Text

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Integrated Performance Assessment Interpretive Mode – ALL LEVELS

Page 125 Implementing Integrated Performance Assessment (2013)

CRITERIA	Exceeds Expectations	Meets Expectations	Meets Expectations	Does Not Meet Expectations
	Accomplished Comprehension	Strong Comprehension	Limited Comprehension	Limited Comprehension
Word Recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within context of the text.	Identifies a few key words appropriately within context of the text.
Main Idea Detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
Supporting Detail Detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
INTERPRETIVE COMPREHENSION				
Organizational Features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or, identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing Meaning from Context	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences (Reading/Listening/Viewing Between the Lines)	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's Perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural Perspectives	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural products/practices to perspectives is superficial or lacking.

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IPA Interpretive Comprehension Literal Comprehension

	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
Word Recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within context of the text.	Identifies a few key words appropriately within context of the text.
Main Idea Detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
Supporting Detail Detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.

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IPA Interpretive Comprehension Figurative Comprehension

	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
Organizational Features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or, identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing Meaning from Context	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's Perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural Perspectives	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural products/practices to perspectives is superficial or lacking.

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VIAJE A CHILE

DOCUMENTOS DE ENTRADA AL PAÍS

Pasaporte válido por al menos 6 meses, es requisito para todos los extranjeros que visitan Chile. Tourist Card de 90 días, es necesaria para todos los visitantes, ésta, a su vez, es renovable por otros 90 días en el Departamento de Extranjería.

NUESTRO BELLO PAÍS

Chile es un país atractivo de visitar en cualquier época del año, debido a su vasta y variada extensión geográfica. La zona norte del país es calurosa y seca durante todo el año. Aunque hay que estar preparado para las frías noches en la zona del Desierto de Atacama.

La Zona Sur las visitas región de Los Lagos es conveniente realizarlas durante los meses de verano aunque la posibilidad de lluvia está siempre presente en estas regiones del país.

La Zona Austral los atractivos más representativos son Las Torres del Paine y la Laguna San Rafael debido a su imponente belleza. Es ideal para los amantes del esquí visitar Chile en época invernal (Junio a Agosto). La famosa Isla de Pascua es menos calurosa, más barata y menos concurrida en los meses de invierno y primavera que en verano. Lo mismo sucede con la Isla de Juan Fernández.

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Travel to Chili

DOCUMENTS OF ENTRY TO THE COUNTRY

Passport valid for at least 6 months, is required for all foreigners visiting Chile. Tourist Card of 90 days, is necessary for all the visitors, this one, in turn, is renewable for another 90 days in the Department of Foreigners.

OUR BEAUTIFUL COUNTRY Chile is an attractive country to visit at any time of the year, due to its vast and varied geographic extension. The northern part of the country is warm and dry all year round. Although you have to be prepared for the cold nights in the area of the Atacama Desert. The South Zone visits the region of Los Lagos is convenient to carry out during the summer months although the possibility of rain is always present in these regions of the country. The Austral Zone the most representative attractions are Las Torres del Paine and Laguna San Rafael due to its imposing beauty. It is ideal for ski lovers to visit Chile in winter (June to August). The famous Easter Island is less hot, cheaper and less crowded in the winter and spring months than in the summer. The same happens with the Island of Juan Fernández.

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Key Word Recognition

Key Words - Find these words in Spanish from the text.

- | | |
|-------------------------|--------------------|
| 1. is required | 5. cold nights |
| 2. renewable | 6. always present |
| 3. visitors | 7. imposing beauty |
| 4. any time of the year | 8. less crowded |

Strong Comprehension	10	Identifies all key words appropriately within context of the text.
Meets Expectations	9	Identifies majority of key words appropriately within context of the text.
Approaching Expectations	8	Identifies half of key words appropriately within the context of the text.
Minimal Comprehension	7	Identifies fewer than half of key words appropriately within the context of the text.
Not yet	6	Struggles to understand key words within the context of the text.
No Comprehension	5	Does not identify any of the words appropriately within the context of the text.

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Main Idea

Main idea. Based on what you've read, who is most likely to read this article?

- A person who wants information on the history of Chile
- A person who is looking for an general tour of Chile
- A person who is looking for general tourist information about Chile

What in the article caused you to select your response? Answer in English.

Strong Comprehension	10	Identifies the complete main ideas(s) of the text.
Meets Expectations	9	Identifies the key parts of the main ideas(s) of the text but misses some elements.
Approaching Expectations	8	Identifies some parts of the main idea(s) of the text.
Minimal Comprehension	7	May identify some ideas from the text but they do not represent the main idea(s). They are supporting details.
Not yet	6	Struggles to identify the main idea; may identify a detail that is not relevant to main idea.
No Comprehension	5	Does not provide a response.

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Supporting Details

Supporting Details - What information does this article give about Chile? Indicate if a detail is true, false or not mentioned in the article. Copy the information in Spanish that is given for each detail that is true or false.

	Stated in article	Statement	Copy the phrase that gives evidence for or against the statement.
1.		Chile is located to the west of Argentina.	
2.		The nights in the desert are cold.	
3.		Red Bank is the name of a city in Chile.	
4.		There is always the possibility of rain in the southern area of Chile.	
5.		People should visit Chile in the winter.	
6.		Tourists only need a passport to visit Chile.	
7.		A tourist card lasts for 90 days.	
8.		Easter Island is known for its monumental statues.	

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Guessing Meaning from Context

Guessing meaning from context. According to the article, what do the following **boldfaced** words mean in English?

- documentos de **entrada**
- variada** extensión geográfica
- en **época** invernal
- calurosa** y seca

Strong Comprehension	10	Infers meaning of all unfamiliar words and phrases in the text. Inferences are accurate.
Meets Expectations	9	Infers meaning of more than half of unfamiliar words and phrases in the text. The inferences are plausible although some may not be accurate.
Approaching Expectations	8	Infers meaning of half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
Minimal Comprehension	7	Infers meaning of less than half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
Not yet	6	Attempts to infer meaning but inferences are not plausible or are not in the context of the text.
No Comprehension	5	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.

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Inferences

Inferences - Would a person who loved being active outdoors year round like living in Chile? Why or why not? Support your answer by giving 2 reasons from the article. Write in English.

Strong Comprehension	10	Infers and interprets the text's meaning using clear evidence from the text.
Meets Expectations	9	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.
Approaching Expectations	8	Makes a few plausible inferences regarding the text's meaning.
Minimal Comprehension	7	Inferences and interpretations of the text's meaning are incomplete and/or not supported by evidence from the text.
Not yet	6	Inferences are made, but they are random guesses not supported by the text.
No Comprehension	5	Does not provide a response.

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Judith

- Based on what you hear Judith saying, what question do you think she was asked?
- Clearly Judith loves the beach. Why does she like the beach so much. Give at least 3 reasons.
- What type of vacation does Judith not like and why?

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Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



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Vacation Time — Why travel?

Prompt

You are talking over your vacation plans with a friend. You are both fortunate enough to be headed for destinations where the target language is spoken. Ask and answer questions to find out the details. Identify similarities and differences between your vacations. Be sure to comment on cultural aspects of your vacation. You will select an image at random and should work information about that image into your plans.

Consider:

- Time and place
- Activities
- Similarities and differences
- Cultural activities



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Interpersonal Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
How well am I understood?	I am easily understood. My errors in speaking are minor and do not interfere with communication.	I am understood most of the time. I may need to repeat or reword occasionally. My errors in speaking do not interfere with communication.	I am difficult to understand at times. I may ask for help expressing ideas. Some errors may interfere with communication.	I am extremely difficult to understand. I repeat frequently. My errors interfere with communication.
How involved am I in the conversation?	I ask a variety of relevant questions to keep the conversation going. I respond to questions and/or add follow-up comments. I encourage others to participate.	I ask relevant questions to keep the conversation going. I respond to questions and/or make a follow-up comment. I am an equal participant in conversation.	I ask a few relevant questions. I give simple or minimal answers to questions.	I ask random questions that may or may not be on topic. My participation is minimal.
How easily do I deliver my thoughts?	My conversation flows with few pauses.	I pause but my hesitations seem natural. I complete my thoughts.	I hesitate often and pauses are awkward. I have few or no incomplete thoughts.	My speech is slow and halting; long pauses may occur. I struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	I successfully use many new words and personal vocabulary related to the unit. I elaborate to complete the task.	I successfully use new words related to the unit to complete the task.	I successfully use a few of the new words related to the unit to partially complete the task.	I rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	I add relevant information about the target culture. I use cultural gestures and/or expressions appropriately.	I refer to relevant information about the target culture. I may use cultural gestures and/or expressions appropriately.	I make limited or no references to the target culture. I may use a cultural gesture or expression.	I respond only from the personal point of view or my own perspective.

Interpersonal Assessment Guidelines

- The assessment is between 2 students who are selected at random.
- Students are given up to 2 minutes to show what they can do.
- If a prompt requires images, they should be images that have been used throughout the unit and images that reflect the target culture.
- Retakes are allowed. The second score counts. There is no need to change the prompt. If images were used, the images would be different.
- If doing the Global project, the images can come from what was shared by students during the class.

Laura Terrell

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Testing Day

1. On-deck Area

Students:

- Select images
- Practice both roles

- Use the technology that is available to you, low-tech options will work
- Select random partners on the day of the test, determine and post the order
- Assign work to students, often a presentational assessment will work well
- Create an ondeck area where each pair draws a situation at random, practices for 2 minutes and prepares to take either part
- Move the ondeck students to a station in front of you. Give students up to 2 minutes to complete the task and indicate which partner should start the conversation.
- Call time if necessary. Mark the rubric before asking the next pair to move to the station in front of you.

2. Performance Area

Teacher:



- Indicates who starts
- Sets timer
- Assesses performance

3. Other students work quietly on assigned task that is due at end of class .

Laura Terrill

Presentational Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.


Laura Terrill

Vacation Time — Why vacation?

Write about a vacation you want to take where the target language is spoken. Explain why you want to go there. Comment on activities that you are going to do so that you can experience as much of the target culture as possible. Be sure to share your reactions to the vacation.

Part 1: Jot down words and phrases that relate to each of the questions on the graphic organizer.

Note to teacher - The graphic organizer should be in the target language.



Part 2: Write a paragraph sharing information about your vacation. Use the information you've listed above to organize your thinking.

Laura Terrill

Presentational Rubric				
	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
Am I understood?	My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with message. <i>Good to consistent control of structure(s) studied in the unit.</i>	My writing is generally understood; but reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message. <i>Partial control of structure(s) studied in the unit.</i>	My writing is generally understood, but the reader may have to be willing to make a guess or reread to understand. Errors occur and do cause some confusion for the reader. <i>Inappropriate or inconsistent use of studied structure(s).</i>	My writing is extremely difficult to understand; Errors interfere with communication. <i>Minimal or no use of studied structure(s).</i>
How rich is my vocabulary?	I use a wide variety of familiar vocabulary, correctly and appropriately incorporate new expressions from the current unit of study. I include personal vocabulary.	I use a variety of familiar vocabulary, correctly and appropriately incorporate a few new expressions from the current unit of study.	I use simple, familiar vocabulary, correctly; and I may use a few new expressions from the current unit of study.	I rely on simple and very familiar vocabulary.
How well do I complete the task?	I complete each part of the task adding some details beyond given expectations.	I complete each part of the task.	I complete most of the task.	I complete some of the task, but key components are missing.

Laura Terrill

Presentational Rubric, part 2

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
How organized is my writing?	My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts.	My ideas are shared in a random fashion. My sentences follow a predictable pattern.	My ideas are not presented in a logical manner. I struggle to produce sentences and my thoughts may be incomplete.
How are knowledge and understanding of the target culture represented?	Comparisons between target language and American culture are accurately presented.	Information about the target culture is accurately presented.	Information about the target culture is presented, but may or may not be accurate.	The information that is shared is primarily from personal point of view. There is little to no mention of the target culture.

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Presentational Project

Where did you go? What did you do?

Lucky you! You had the chance to take a trip last year in your country. Now, you have the opportunity to share the best of your trip with others. Your presentation will be shared both orally and in writing with others. This is a continuation of the identity project that you have done with the previous units. Be sure that your vacation focuses on a vacation that is possible and popular in your "home" country.

Your presentation must include the following information:

- Key details - where, when, with whom
- General geographic information - maps and key points of reference
- Cultural Activities specific to destination - food, monuments, festivals, etc.
- General Activities - what you did or did not do depending on weather
- Tourist details - where you stayed, souvenirs you bought

Each detail should be supported by images that enhance what you plan to say. The images must be culturally authentic. Write a script for the project. Uses images and appropriate captions on your slides.

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Presentational Writing (Script and Visual Product)

	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7	Below Expectations 6
How accurate is my language?	I have full control of studied structures. Any other errors are minor and do not interfere with message.	I have good control of studied structures, but may occasionally make an error. Any other errors are minor and do not interfere with message.	I have partial control of studied structures. Errors begin to cause some confusion for the reader.	I have little to no control of studied structures. The reader is often confused even when rereading the text.
How rich is the vocabulary?	I take risks while appropriately using a wide variety of new vocabulary, including new personal vocabulary.	I use a wide variety of new vocab/expressions appropriately.	I mostly use a wide variety of familiar vocabulary, and many include a few new vocab/expressions.	I rely on simple and familiar vocab that sometimes may not relate to the topic.
How well do I complete the task?	I elaborate to complete the task by adding interesting and relevant details.	I complete the task.	I complete most of the task.	I omit major portions of the task.
How are knowledge and understanding of the target culture represented?	I accurately present information about the target culture; the relationships among products, practices and perspectives are included.	I accurately present information about the target culture; products, practices and perspectives are identified.	I present some information about the target culture; some products and/or practices are identified.	I present some information about the target culture, but do not attempt to include products, practices or perspectives.
How organized is my presentation?	My ideas are presented in an organized manner. My sentences are varied and interesting. Most of my sentences answer 3 or more questions. I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences that answer 3 questions. I use some transitions to connect my thoughts as needed.	My ideas are shared in a random fashion. I have very few detailed sentences that answer multiple questions. I attempt, but use transitions incorrectly or not at all.	My ideas are not expressed in complete sentences and contain minimal detail. My ideas are presented in a very random order.

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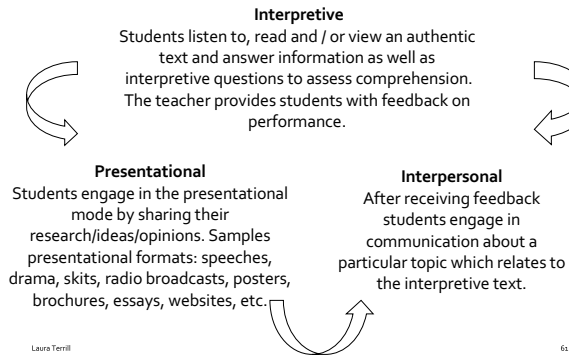
Presentational Speaking

	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7	Below Expectations 6
Am I understood?	My pronunciation imitates an authentic accent. Any errors in pronunciation do not interfere with understanding. Speech is smooth and natural with few hesitations.	My accent generally imitates an authentic accent. Errors in pronunciation rarely interfere with understanding. Speech sounds like a script is being read at times, and/or may be delivered too quickly.	My accent sounds more American than one that is authentic. Errors in pronunciation may occasionally interfere with understanding. Speech sounds like a script is being read and delivery lacks natural intonation.	I did not say enough to allow my speech and pronunciation to be assessed. My delivery was halting and hard to follow.
Is the presentation interesting and informative?	I used visuals, sound and design to effectively to emphasize the key ideas in the presentation, to help the audience follow the storyline of the presentation, and to maintain the audience's attention. The content of the presentation is thoughtfully selected with the audience and purpose in mind.	I used visuals and/or sound and design in the presentation to help the audience focus on the key ideas and follow the sequence of information. The content of the presentation is selected with the audience and purpose in mind.	I used visuals and/or sound and design in the presentation. Key ideas are sometimes difficult to identify because at times there may be too many visuals or sound-design elements. The content of the presentation is selected according to instructions but needs more careful thought in terms of what information is interesting and informative for an audience of teenagers.	I did not use visuals, sound and/or design to in ways that enhanced the content of the presentation. I did not take the audience into consideration when selecting and organizing content.

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ACTFL Integrated Performance Assessment



What percentage of your grade is allocated to interpersonal (unrehearsed) communication?

<http://www.flickr.com/photos/dilaudid/4954719152/sizes/m/>
Markus Koljonen - website: <http://blackswan.carbonmade.com>

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Possible Gradebook Categories

%	Category	What it measures.
10%	Learning Practice	Grades in this category reflect the preparation work that you will do to be ready to use the language in real world ways. Homework, participation, in-class work, discrete point vocabulary and grammar quizzes count in this category.
30%	Interpersonal (Speaking)	The interpersonal mode of communication measures how well you speak the language and is the mode that prepares you to speak the language. You speak or write to exchange information in natural ways and you do not have a chance to script or memorize conversations or dialogues.
30%	Interpretive (Reading and Listening)	The interpretive mode of communication measures how well you understand spoken or written authentic texts. There is no opportunity to interact with others so you must be able to understand the spoken or written text on your own.
30%	Presentational (Speaking or Writing)	The presentational mode of communication allows you to think about what you will say or write. When writing, you may have time to draft and revise before producing a final product. When speaking, you may be able to rehearse and/or to record multiple times until you are satisfied with the final product.

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Toolbox

Language Functions I can....	Related Structures/Patterns	Priority Vocabulary
talk about the benefits of vacation	I take a vacation to... learn, help others, reduce stress, relax, volunteer, practice a sport	<ul style="list-style-type: none"> high frequency verbs related to travel/vacation clothing, travel needs weather expressions expressions related to vacation destinations - mountains, rivers, beaches directional phrases - N, S, E, W, close to reasons for taking vacation
talk about where I and others want to go and ask for and give reasons.	to want because I like/don't like to...(activities)	
share details on future vacations - where, with whom, when, etc.	interrogatives near future - going to...	
share details on past vacations - where, with whom, when, etc.	interrogatives high frequency verbs related to vacation, travel	
state how I felt about a vacation and react to what others say about their vacations.	It was.... descriptive adjectives	
compare how people spend vacation time in other cultures	prepositions with countries impersonal pronoun Here...but in (country), they....	
See unit template for additional functions.	This is the first section where there may be differences by language.	

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Consider the following activities...

Mettez les phrases suivantes à la forme négative :

Madame Yu aime les fourmis.

Madame Bose a un chien.

Les élèves vont aller au cinéma dimanche prochain.

Pierre a rencontré Amélie à la bibliothèque.

Cotinine attend quelqu'un.

- Make the following sentences negative.
- Write the question that will give you the answer.
- Replace the noun with the direct object pronoun.
- Rewrite the sentence in the preterite.
- Tell me what you are doing this summer. Use the future tense.

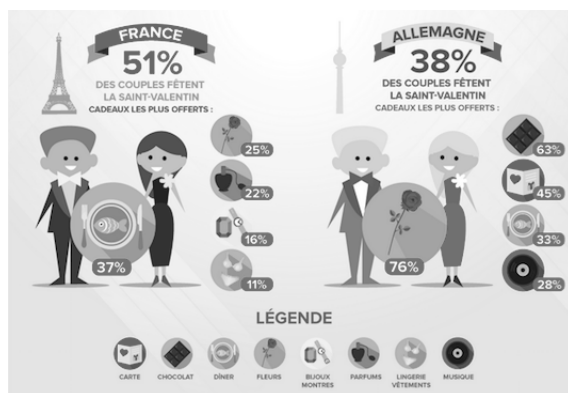
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66



Laura Terrill

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Personalization

1. What country do you prefer? Why?
2. What did you do?
3. What did you buy?
4. Is Valentine's Day important? Why or why not?

Remember: Everything is done in the target language.

Qu'est-ce que tu as fait pour célébrer la fête de Saint Valentin?

	la question	Oui....	Non....
célébrer	Tu as célébré...?	Oui, j'ai célébré...	Non, je n'ai pas célébré...
dîner	Tu as dîné....?	Oui, j'ai dîné.	Non, je n'ai pas dîné.
acheter	Tu as acheté...?		
écouter de la musique			
voyager			
regarder un film			
Je n'ai rien fait! Je déteste la fête de Saint Valentin!			

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Guess the answer.



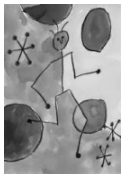
1. Tu as regardé un film?
2. Tu as écouté de la musique?
3. Tu as acheté du parfum?
4. Tu as dîné au restaurant?
5.
6.
7.

Exit Slip: Write 3 things you did or didn't do for Valentine's Day.

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Write to incorporate structures.



Write a short description as if you are the one in these pictures. Write as much as you can. Include:

- personal details – name, age, nationality, where you are from
- physical traits and personality traits



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Great Art of France: Virtual Visits



Elle s'appelle Mona Lisa. Elle a 32 ans. Elle n'est pas jolie, mais elle n'est pas laide, non plus. Elle a les cheveux longs, pas noirs, pas blonds.....

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Yesterday – Today - Tomorrow

What did
you do?



What are
you going
to do?

What are you doing?

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75

What about discrete point skills?



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Ils vont à l'école ____ et ils
bravent ____.

Elle va à l'école ____ et elle
brave ____.

Grammar in context

You've overheard conversations about how children go to school. Fill in the missing word.

1. Comment les enfants _____ à l'école?
2. Moi, je _____ souvent à l'école en bus mais quelquefois mes amis et moi _____ en voiture.
3. Les enfants à Abidjan _____ à pied.
4. Au Sudan, Marie y _____ à cheval.
5. Anne et moi habitons près d'un fleuve et nous y _____ en bateau.
6. Et toi, comment tu _____ à l'école?

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Grammar in context

Your friend has sent you a postcard describing his visit to Paris. You are trying to figure out what he did when. Complete each of his sentences with the correct form of the verb "visiter".

Me voilà à Paris! Ce matin, j'ai déjà _____ le Louvre, un très grand musée. Maintenant je _____ la Tour Eiffel d'où j'écris cette carte postale. Et ce soir je vais _____ Montmartre. Et toi, quand tu es allé à Paris, qu'est-ce que tu as _____?

Here I am in Paris. This morning I already visited the Louvre, a very large museum. Now, I am visiting the Eiffel Tower where I am writing this postcard. And tonight I am going to visit Montmartre. And you, when you went to Paris, what did you visit?

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You can't select vocabulary until you know its **PURPOSE**.

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Learning Target – Name places that are found in and near cities

Hear the conversation you want students to have. Do not teach the conversation.



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- ☐ Do you want to go to Angers?
- ☐ Angers? I don't know. I like to go to the beach. Is there a beach?
- ☐ No, but there is a great castle and the beach is close to Angers.
- ☐ I prefer a town close to the beach. What about La Baule?
- ☐ Maybe, are there museums and good restaurants?
- ☐ Of course.
- ☐ OK, what about 3 days in La Baule and 3 in Angers.
- ☐ Great idea. Let's go.

Functional Vocabulary List

1. I can talk about the reasons for taking a vacation.

	Why do people travel?
	People travel...
	...to take a break.
	...to relax.
	...to visit other places.
	...to learn new things.
	...to meet new people.
	...to escape.
	Why do you want to travel?
	I want to travel because...
	Are you a tourist or a traveler?
	I am a...because...
Personal vocabulary	

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Vocabulary “Quizzes”

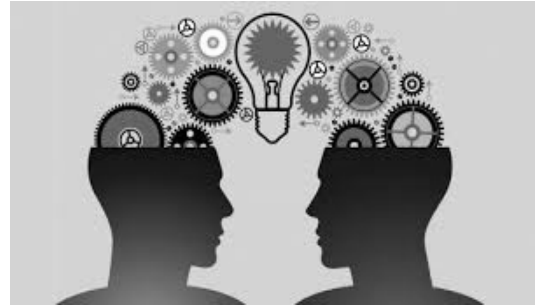
- Create a sense of personal challenge.
- Give students a prompt and (2) minutes to write as many words as they can. Let them self-correct and compare their results with others if they want to. It's a personal competition, not one that someone would win.
- Two days later, give the same prompt and repeat the scoring process. They check their own work. Their personal goal is to improve their own performance.

Sample prompts

1. List as many vacation destinations and activities as possible.
2. List as many words related to this vacation site as you can.
3. List all the reasons you want to travel.
4. Give your opinions about traveling to the beach.

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Importance of Authentic Texts

Authentic Text – text written by speakers of the target language for speakers of the language

- Real-world
- Culture rich
- Models of correct language




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Authentic Text = Authentic Images



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- Using images to communicate meaning
- Using images as a springboard to communication

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I am going to school.

In the mind



In context





Image credits: Imaginachina/Rex Features


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I live in a house.

In the mind



In context



<http://www.newsouthclassics.com/index.php?id=575>

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VISUAL LITERACY

The ability to interpret and understand visual texts, with "texts" being broadly defined as any print visual item, including artwork, picture books, advertising, web sites, or any other item that can be visually interpreted.

"...being able to read the visual aspects of one's surroundings. Someone who is visually literate is able to recognize the natural and manmade symbols around one and interpret their meanings in the same way as those who live in that environment would interpret them."

--Genelle Morain

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What do you see?



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"...interpret their meanings in the same way as those who live in that environment would interpret them."
---Genelle Morain



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Lead with Culture

Ready to go to the beach for a day?

91

The Culture Triangle

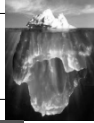
Products

Practices

Perspectives

92

Products — Practices — Perspectives



93

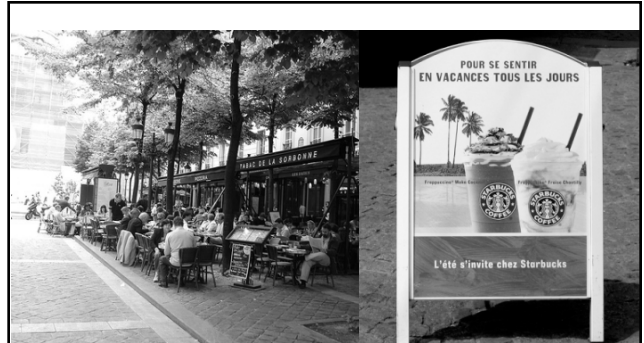


Image: www.flickr.com/photos/swperman/159582243/sizes/m/

Sample Can Do:
I can ask and answer questions about what I and others do with friends and family.

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**KEEP
CALM
AND
GET RID OF
STEREOTYPES**

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It can be difficult for us to grasp that people shaped by other cultures will see and respond to the world differently than we do. The consequences of this cultural blindness can be dire.

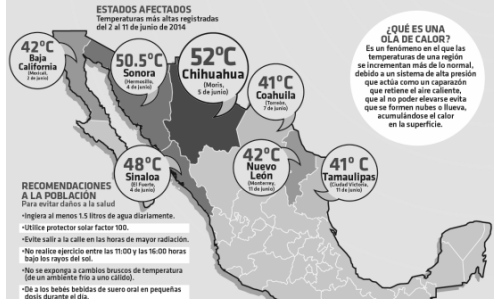
Hilary Dack and Carol Ann Tomlinson

96

**I CAN +
LANGUAGE FUNCTION +
CONTEXT =
LEARNING TARGET**

OLA DE CALOR EN MÉXICO AFECTA LA ZONA NORTE

El noroeste del país registra temperaturas que superan los 50 grados centígrados debido a la aparición de una ola de calor que seguirá afectando la zona, por lo que se recomienda tomar precauciones para evitar enfermedades.



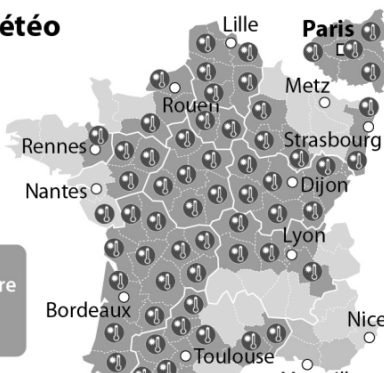
Sample Can Do:
I can describe an extreme weather event.

Vigilance météo

- Vigilance absolue
- Soyez très vigilant
- Soyez attentif
- Pas de vigilance



Épisode caniculaire sur la majeure partie du pays.



Sample Can Do:
I can describe an extreme weather event.

¿Sabías qué?



Sample Can Do:
I can comment on how much water is used.



Si tienes la suerte de
ser diferente, nunca cambies



Sample Can Dos:
I can ask and answer questions about where I live.
I can say how I am different.



Sample Can Do:
I can describe my family, say what we do and
how we celebrate.



Sample Can Do:
I can describe my family.

PERDU CHAT

Petite chatte GRISE ET BLANCHE (tigrée)
avec une tache noire sur le nez
Perdue RUE D'IVRY
CE MERCREDI 23 mars



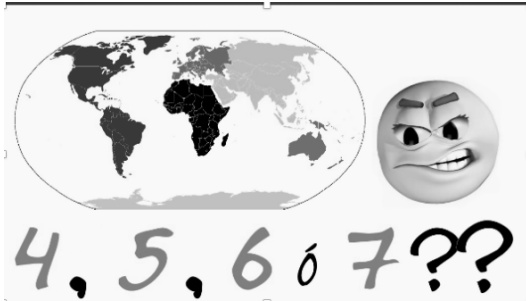
Sample Can Do:
I can describe
pets.

MERCI DE NOUS CONTACTER

(on y tient beaucoup)

06 17 97 11 80 ou 06 77 87 39 44

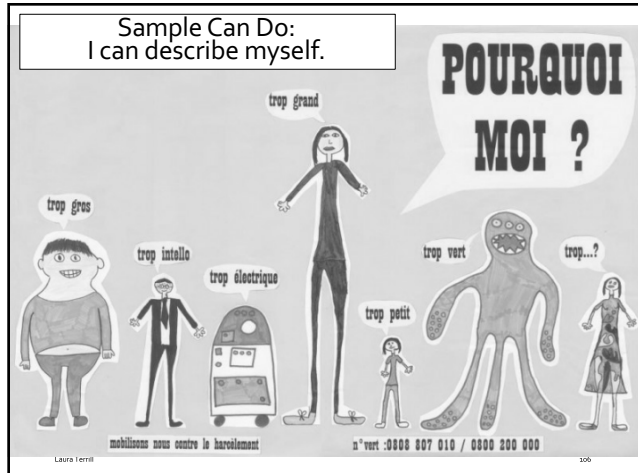
Sample Can Do:
I can name and locate the continents.



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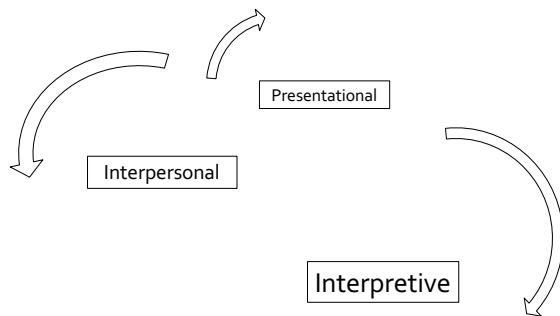
Sample Can Do:
I can describe myself.



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Interdependence of the 3 Modes



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Getting the most out of a text



Read and/or listen

- How can you best use this text in the **interpretive** mode?



Talk about it

- What **interpersonal** conversation would students be likely to have on this topic?



Write about it

- What might students do in the **presentational** mode as a way of making learning more concrete?

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Contemporary Life: Vacation Time Why travel? What is the ideal vacation?



Ma vie au soleil



Sample Can Do:
I can talk about things I and others want
and have to do.

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Ma vie au soleil



Watch sound off, generate a list of possible words and phrases. Read script, circle any words on your list or similar to those on your list, write possible title. View again. Expand list of vocabulary based on video.



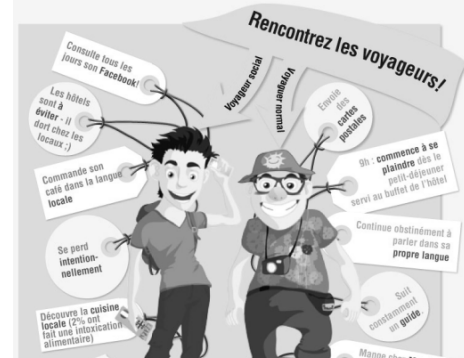
Give each student an image from video or related to vacation. Use inner-outer circles. Tell students to ask and answer questions about the images they hold and talk until they find something in common. Rotate.



Create a padlet or use post-its to allow students to post sentences showing what they like to do on vacation.

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Sample Can Do:
I can explain differences between a tourist and
traveler and identify myself as tourist or
traveler giving reasons.

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Explain the images found in the article....



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Que font-ils cet été ? Abass, 7 ans, Sénégalais

Voici Abass, un Sénégalais de 7 ans qui habite à Dakar, la capitale du Sénégal. Il parle le wolof, la langue la plus courante au Sénégal. Mais il maîtrise aussi très bien le français. Dans son pays, les vacances durent trois mois: la chance!

Here's Abass, a Senegalese who is 7 years old who lives in Dakar, capital of Senegal. He speaks Wolof, the most common language in Senegal. But he also speaks French very well. In his country, the holidays last three months: luck!

Mot du jour : Sénégal

Le Sénégal est un pays de l'Afrique de l'Ouest. Il longe l'océan Atlantique. Il est entouré par la Mauritanie, le Mali, la Guinée et la Guinée-Bissau. À l'intérieur de ses terres, se trouve un tout petit pays, la Gambie. Au Sénégal, il y a 14 millions d'habitants.

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<http://ajouractu.com/monde/que-font-ils-cet-ete-abass-7-ans-senegalais-65837/>

Explain the images found in the article....



Dakar
Capitale du Sénégal

Abass, 7 ans, parle
français et wolof

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Interpretive Mode

Mot du jour : Sénégal

Le Sénégal est un pays de l'Afrique de l'Ouest. Il longe l'océan Atlantique. Il est entouré par la Mauritanie, le Mali, la Guinée et la Guinée-Bissau. À l'intérieur de ses terres, se trouve un tout petit pays, la Gambie. Au Sénégal, il y a 14 millions d'habitants.



Senegal is a country in western Africa. It is along the Atlantic Ocean. It's surrounded by Mauritania, Mali, Guinea and Guinea-Bissau. In the middle of it's land, there is a little country, Gambia. In Senegal, there are 14 million people.

Students write/think of questions in target language that are answered in the text. Then, they pair and ask each other.

Where is Senegal? Is Senegal in Africa or Europe? How many people live in Senegal?

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Presentation Mode



*My name is...I live
in... In summer I
play sports. I
really like...*

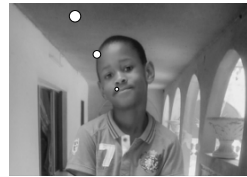
Create a written or spoken introduction of yourself. Select a few pictures and give some information about where you live, your age, what you do, etc.

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Interpersonal Mode

Imagine the conversation between the two children.



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Personal and Public Identities: The Faces of Me

What determines a person's identity? Who is the "real" me?

No soy flaca, no soy gorda.
No soy pequeña, ni grande.
Tampoco soy complicada,
ni alta, tampoco soy baja.
No soy moderna, ni retro.
No soy normal, ni simple.
No soy fácil, no soy difícil,
no soy barata o sobrevalorada.
Tampoco clásica.
No soy perfecta, pero...

Soy única.

EXTROVERT
VS.
INTROVERT

That "delinquent" could save your life

¿UI PREND DES SELFIES

54% FEMMES (CONTRE)
46% HOMMES

¿Qué define nuestra identidad?

Before Reading: Prediction

Brainstorm vocabulary, create questions



Laura Terrill

<http://actualidad.rt.com/sociedad/view/118840-selfie-peligroso-telefono-foto-video-tgros>

Before Reading: Prediction



- Students write:
 - headline
 - photo caption
 - first paragraph or lines of article
- Students then share what they have written with other students/groups.
- Students predict which version is most likely.
- Students read the actual article and then compare that information with their predictions.

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During reading

Students read the actual article and compare to their predictions. They use the SUMMER reading strategy as they read.



- S** Set procedure for knowing when you are finished and ready to work together.
- U** Read individually to understand the text.
- M** One person should mention the main ideas without looking at the text.
- M** The other person should monitor what is being said, listening for errors or omissions.
- E** The person who was listening should elaborate, ask questions, make connections, etc.
- R** Both students construct an overall review/summary of the text.

Students add useful vocabulary to personal vocabulary.

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Subsequent learning episodes/days
Extend to other modes



Interpersonal

- Role play an interview with this young man.
- Share your opinions about the actions of this person. Talk over the "dangerous" things you have done.
- Role play the conversation this young man might have with his mom after she saw this posted on social media.

Presentational

- Write the comments you would include on any social media site where you saw this picture.
- Tweet to call attention to this event.

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Contemporary Life: Consumerism

What type of consumer am I?

1 día sin compras
30 de noviembre de 2012
364 de consumo responsable



NO CONFUNDAS
CALIDAD DE VIDA
CON NIVEL
DE CONSUMO

Muchas personas
gastan dinero
que no han ganado,
para comprar
cosas que no
quieren, para
imprimirse
a personas que
no les ayudan.



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PILAR

What is the story?

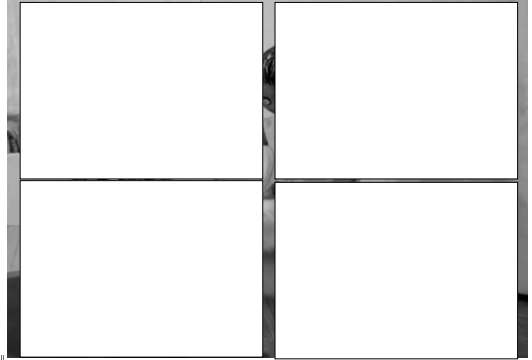
<https://www.youtube.com/watch?v=d7aQlnsH6cc>



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What is the story?

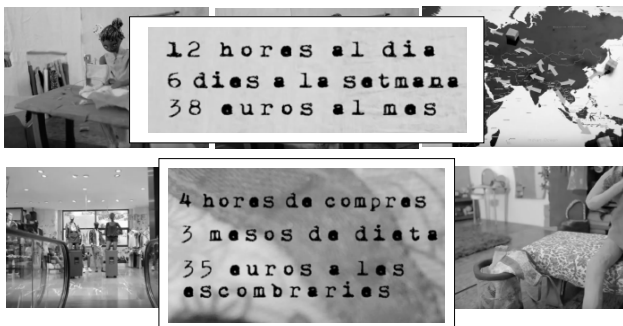
<https://www.youtube.com/watch?v=d7aQlnsH6cc>



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What is the story?

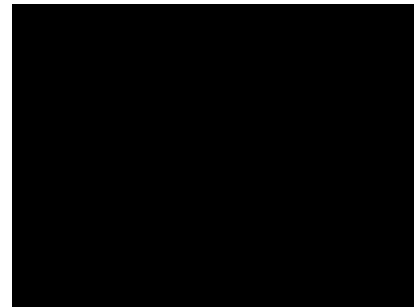
<https://www.youtube.com/watch?v=d7aQlnsH6cc>



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Made in Bangladesh

<https://www.youtube.com/watch?v=d7aQlnsH6cc>



Laura Terrill

Made in Bangladesh

Provide sentences in target language. Try to use cognates and circumlocution as much as possible at this point. Then, if you want them to have a specific word like "sewing" connect it to the cognate or definition you use in the either/or activity.

- She works in the US or in Banglesh.
- She works in a factory or in a school - by making the choice obvious you are able to embed new words in context.
- She makes clothes or she makes computers.
- She likes her work or hates her work.
- The boxes stay in Bangladesh or go to many countries.

Show the video in chunks at this point. Stop and have them retell the story in their own words.

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Presentational Mode

A few of my favorite things....

Select 10 of your favorite items. Identify where they were made on a world map. Research one of your items and tell its story. Show where it comes from and include the material and physical costs of the item. Explain how the item promotes or does not promote responsible consumerism. Explain why this item is important to you.



J'ai une assiette qui vient de Quimper en Bretagne.....

J'ai un ordinateur qui vient de Chine....

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Consumerism - Interpersonal



Have a conversation with your partner and discuss your habits as a consumer. Comment on how you are similar to or different from the image you have selected. Consider your finances and shopping habits. Identify what you have in common and where you are different. How do your habits relate to what you have learned about others in different cultures.

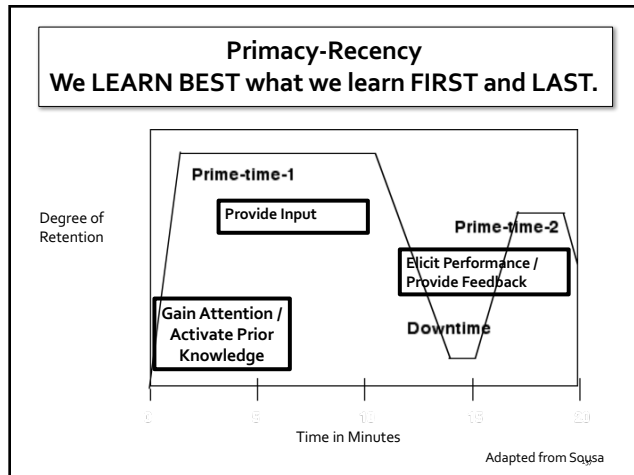


L.A.

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KEEP
CALM
AND
PRETEND IT'S ON
THE LESSON PLAN

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Global Challenges: Food and Hunger

What role does food play in our lives?

BIEN MANGER, BOUGER

La faim dans le monde 2012

SODA

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Gain Attention

Students list words and phrases they associate with the images.

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Provide Input:

Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

Students read the story of Binta.

Voici Binta. Elle et sa famille ont fui leur village en République centrafricaine il y a 5 mois. Ils ont perdu presque tous leurs biens sur le chemin. Ils sont arrivés au Cameroun il y a deux mois et vivent maintenant dans un camp de réfugiés dans le village de Mbile.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

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Cameroun: un jour dans la vie d'une réfugiée Centrafricaine



Process:

1. Students read text silently and write one or more questions that can be answered in the text.
2. Students pair and ask each other their questions.
3. Teacher asks non-volunteers to share a question, may write correctly as student asks question.
4. Students think and share answer with partner, teacher selects non-volunteer to answer.
5. Process continues.
6. Teacher may ask questions to address parts of the text that are essential that have not been addressed.

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Elicit Performance/Provide Feedback

Proof for		Proof against
<i>Ils ont fui la République centrafricaine</i>	La famille de Binta habite au Cameroun.	
	Leur village s'appelle Mbile.	
	Ils sont pauvres.	

Process:

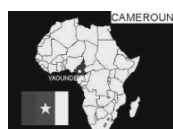
1. Students complete proof for/proof against individually.
2. They pair and compare answers.
3. They collaborate to write additional statements.
4. They combine with another pair to share statements.

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Elicit Performance/Provide Feedback

Process:

Retell the story by writing true statements about each image.

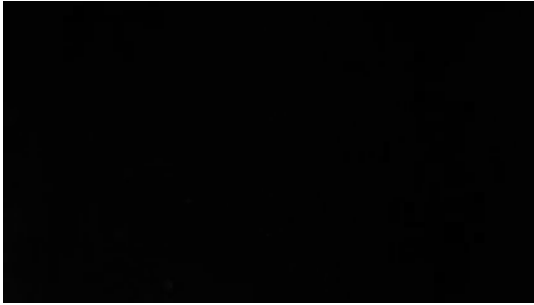


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Write 3 questions you would like to ask Binta and her family if you could. Role play that interview answering the questions based on what you see in the pictures.

La lutte contre la faim

<https://www.youtube.com/watch?v=pHtnxfqdlE>



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La lutte contre la faim, notre priorité à tous

Imaginez
vivre avec seulement
1,25 dollar par jour et en dépenser 85 cents
pour nourrir votre famille
Essayez de vivre avec les prix
du pain
des fruits
des légumes
du riz
de la viande
des prix volatils
qui atteignent des records
comment allez-vous mettre sur votre table?
de quoi vous nourrir

chaque jour
près d'1 milliard d'individus
se couchent la faim au ventre
c'est 1 personne sur 7 parmi nous
chaque minute
170 personnes tombent dans
l'extrême pauvreté
parce que se nourrir coûte trop cher
Alors, que signifient ces chiffres?
Si l'on est pauvre
on est probablement mal nourri
malade
trop fatigué pour travailler
ou pour aller à l'école.....

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Provide Input

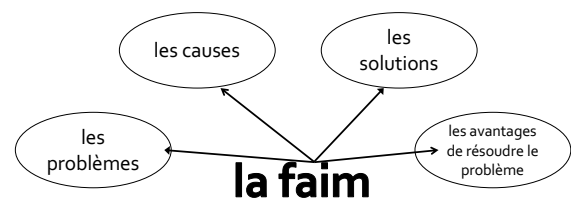
La lutte contre la faim, notre priorité à tous



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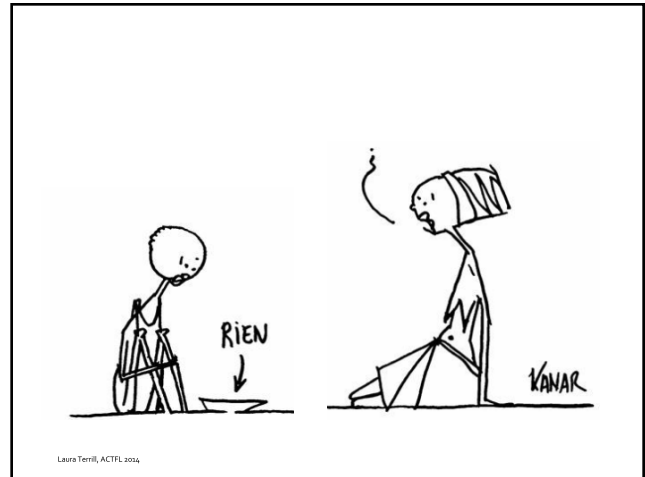
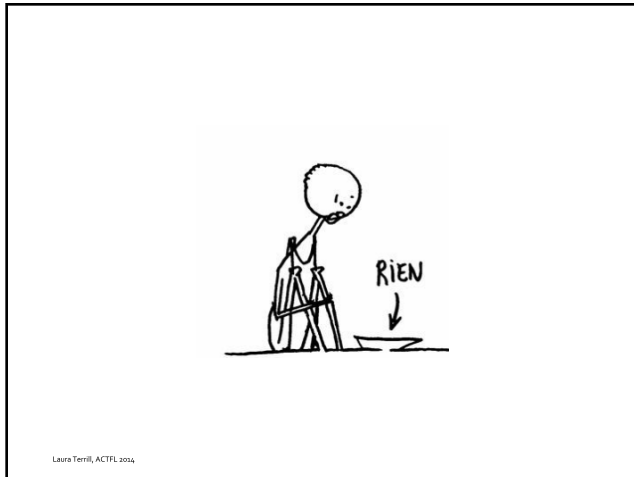
<https://www.youtube.com/watch?v=pHtnxfqdlE>

Elicit Performance/Provide Feedback



Students create a graphic organizer using words and phrases from video and reading to begin to expand the vocabulary they will need to talk about the topic.

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Elicit Performance/Provide Feedback

Quick Write



Using the graphic organizer you created with your group, write for (2) minutes about hunger — problems, causes and solutions. Include your personal thoughts.

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QUESTIONS



CHECK FOR LEARNING

ABC....Summarize

Brainstorm round
a word

ABC Brainstorming Strategy

A	G	M	S
B	H	N	T
C	I	O	U
D	J	P	V
E	K	Q	W
F	L	R	X

writing



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"If you want to feel secure,
Do what you already know how to do.

If you want to be a true professional and continue to
grow...

Go to the cutting edge of your competence,
Which means a temporary loss of security.

So whenever you don't quite
know what you're doing,
know you're growing!"

Madeline Hunter 1987

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Thank You



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